

Determining Evidence Based Properties of M.O.P. Civic Education School Discipline Program

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Abstract

School discipline helps establish a safe and supportive environment for student learning and development. There are however factors that can undermine the creation of such an environment. These factors include the conduct of students as well as that of school staff. The Me Others Property Civic Education School Discipline Program has been implemented for the last 20 years in several local schools in Indiana. However its evidence based properties have yet to be evaluated. This study examined such properties via the literature on evidence based practices for school discipline. The APA Presidential Task Force on Evidence-Based Practice (EBP) suggests that the use of EBP in schools can help boost students' psychological wellbeing, and also create the grounds for productive learning outcomes (Evidence-Based Practice in Psychology, 2006). There is increasing appeal for interventions developed on the basis data-informed practices (Kelly et al., 2010). Specifically the study continues to assess the data from a survey administered in two local schools (70 elementary students) and 45 high school-age students who completed a pre-post-test in Belize. The MOP program espouse to help students learn how to respect themselves, others, and property and make right choices. Preliminary findings are presented and discussed.

EBP Criteria for the School Discipline Study

- Clear definitions of the practice context, and the participants.
- The operational definitions in the study should be unambiguous
- Evidence of methodological rigor - validity and reliability of metric tools/measurement tools
- The research process itself does not further complicate participants' conditions
- Evidence and documentation of outcomes of the study
- Indication that due regard is given to participants characteristics.

References

Evidence-based practice in psychology. (2006). *American Psychologist*, 61(4), 271-285.

Kelly, M. S., Frey, A. J., Alvarez, M., Berzin, S., Shaffer, G., & O'Brien, K. (2010). School social work practice and response to intervention. *Children & Schools*, 32 (4), 201-209.

Summary of the Program

MOP Program

The MOP (**Me, Others, Property**) program is a simple decision making and civic engagement model. It has been evaluated and is an emerging best practice program. We are open for consultancy to train and aid in implementing the program locally and nationally. As it is a copyrighted program we normally ask for acknowledgement and on-going reports on your success. A membership program is also being developed.

Summary of Program:

It asks programs like yours to build in at least one lesson, about an hour or two on decision making. The program is very effective for elementary through adulthood.

The Program asks students/youth three questions when making decisions. (1st hour)

- 1) Is this decision going to hurt me?
- 2) Is this decision going to hurt others?
- 3) Is this decision going to hurt property?

If the answer is yes to any, do not it.

The trainer then spends time exploring culturally contextual case scenarios (let them write cases of a situation in their life).

- Then walk them through how to understand what is meant by hurts me (emotionally, physically, socially, economically, etc.).
- Then walk them through how to understand what is meant by hurts others (emotionally, physically, socially, economically, etc.).
- Then walk them through how to understand what is meant by property (emotionally, physically, socially, economically, etc.).

Once this is finished the last section of the training takes the persons through the process of how to fix a bad decision. In this case persons are trained to use the 4As. (Admit, Accept, Apologize, Amend).

Examining the bad decision, write down what happened

Then for each of the 4 As write down ...

- What you actually did and how you plan to admit you did it. Be clear with dates and persons.
- What responsibilities you need to accept for the wrong decision you made.
- What you need to apologize for and to whom
- Seek amends and how you plan to fix or try to respond to what you did.

Note: A short discussion and training on how to develop goals and action steps which are measurable, attainable, positive, and specific is important. This could be a 5 minute session using examples of training for an hour.

The last 30 minutes of your session is meant to compile all of what the participants have learned, their plan of action and action steps, and write them into goals they hope to achieve with a plan to be monitored by your center staff. Their results are compiled as a program note. Another discussion in the last 30 minutes is to prepare to teach others about the basic MOP and 4s and how to use it in the home with their parents, friends, teachers, rehabilitation programs etc. Program staff should model the program when reprimanding students and seeking answers.

– Program Developer, Susan Nichter